

Syllabus - Content Creation Module:

Creating Materials for Online Teaching

**DRAFT - subject to change before new version of module is released 7/10/17*

Learning Outcomes:

By the end of this module, you will be able to:

- recognize principles for using audio, video, text, and graphics in online learning, based on cognitive psychology research
- determine how multimedia resources fit into your instructional design plan
- evaluate existing online library training with regard to standards for digital content
- identify best practices for the process of creating screencasts and multimedia tutorials
- select screencasting and online tutorial software and services for your instructional objectives
- develop scripts and/or storyboards for your instructional content
- use screencasting or other online tutorial software to create instructional resources

About this course:

- This course takes place within the **Moodle** Learning Management System (LMS) hosted by WebJunction.org. If you need help navigating in Moodle, make sure you have gone through the Orientation Module (the first in the D4L series).
- In Moodle, there is a **workbook** for this module that you can download. You can save it to your device to edit it with a word processor, or print it out to

write in it by hand. This gives you one document in which to store all your work throughout this module, to save for your portfolio at the end.

- There are no official **due dates**, so you can go through the content at your own pace. However, we have found that many students find the weekly structure helpful to keep them on track.
- This module has been designed to take place over **4 weeks**, like most modules of the Design for Learning program. If you start at the beginning of the month, you will be more likely to find other students going through the discussion forums at the same schedule.
- Each week, most content is shared in the form of a **lesson**. This format allows you to easily go through all content in a linear fashion. However, you can return later to review any content, in any order, using the menu within each lesson (on the side or below, depending on your device).
- In the Design for Learning program we strive to actively support a wide range of learning styles and abilities. As such, we have applied the principles of Universal Design for Learning to this course. If you would like to suggest additional **alternative formats** that you think we should provide, especially related to needs for specific accommodations, please contact us at d4l@scrlc.org.

Agenda:

Week 1 - Best Practices For Multimedia Content

- Advance Organizer for Week 1 (video)
- Selected Vocabulary (list)
- Getting Started (video)
- **Reflection activity**
- Cognition (video, with **challenge question**)
- Six Principles Of Effective eLearning (video, with **challenge question**)
- Usability And Accessibility (video, with **challenge question**)
- Summing Up Week 1 (video)
- Additional Resources (list)

- Examples to evaluate (lists)
- **Assignment 1:** Evaluating an Example of Online Instruction (forum submission)

Week 2 - Organizing and Drafting Multimedia Content

- Advance Organizer for Week Two (video)
- Selected Vocabulary (list)
- Organizing Content (video)
- **Reflection Activity**
- Storyboarding Content (video)
- **Reflection Activity**
- Visual Elements (video)
- **Reflection Activity**
- Summing Up Week Two (video)
- Additional Resources (list)
- **Assignment 2:** Drafting a Script / Storyboard for 5 Minutes of Multimedia Content (forum submission)

Week 3 - Choosing Tools for Content Creation

- Advance Organizer for Week 3 (video)
- Choosing Tools (video)
- **Reflection Activity**
- Review of Synchronous Meeting Tools (text)
- Examples of Student Screencasts (videos)
- Summing Up Week 3 (video)
- Additional Resources (list)
- Guide to Content Creation Tools (lists and guides)
- Student ID Plan Examples (text)
- **Assignment 3:** Revising Steps 5 and 6 of Your ID Plan (forum submission)

Week 4 - Creating Content

- Advance Organizer for Week Four (video)
- Creating Content (video, with **challenge question**)
- Checklist before recording (list, with **challenge question**)
- Summing Up Week Four (video)
- Additional Resources (list)
- **Assignment 4:** Recording and Sharing 5 Minutes of Multimedia Content (forum submission)

Required Assignments:

- Required activities for this module will have a check box to the right when you view them on the main course page. The system will automatically check them off as you complete them.
- Go through the **lesson for each week**, including challenge and reflection questions.
 - **Challenge questions** in each lesson are checked automatically, and each correct answer earns 1 point. In some cases, if you are incorrect, you will be prompted to review the relevant information and try the question again.
 - **Reflection questions** are an opportunity for you to apply the content to your own situation in a short statement or other exercise. You will enter these reflections in a **workbook** for the module, and you may want to share some parts of your reflection in the discussion forums.
 - Each lesson will be marked as completed if you attempt all the questions, regardless of your “score.”
- **Assignment 1 - Evaluating an Example of Online Instruction**
 - This assignment will have an associated section in the workbook, and a forum discussion where you can discuss your evaluation and respond to your peers.
 - Each forum discussion will be marked as completed once you post about your own project and reply to someone else’s post.

- **Assignment 2:** Drafting a Script / Storyboard for 5 Minutes of Multimedia Content
 - This assignment will have an associated section in the workbook to get you started, and a forum discussion where you can attach copies of your drafts, discuss your work, ask questions of your peers, and respond to your peers.
 - Each forum discussion will be marked as completed once you post about your own project and reply to someone else's post.
 - If you don't know someone going through D4L at the same time as you who can give you some feedback on your draft, find a colleague, friend, or family member who can.
- **Assignment 3 - Revising Steps 5 and 6 of Your ID Plan**
 - This assignment will have an associated section in the workbook for you to develop your revision, and a forum discussion where you can attach your work in progress, discuss your work, ask questions of your peers, and respond to your peers.
 - Each forum discussion will be marked as completed once you post about your own project and reply to someone else's post.
- **Assignment 4 - Recording and Sharing 5 Minutes of Multimedia Content**
 - This assignment will have an associated section in the workbook to get you started, and a forum discussion where you can attach a link to your finished recording, discuss your work, ask questions of your peers, and respond to your peers.
 - Each forum discussion will be marked as completed once you post about your own project and reply to someone else's post.
 - If you don't know someone going through D4L at the same time as you who can give you some feedback on your recording, find a colleague, friend, or family member who can.

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

Course Developers:

Original Course Developer - Lori Bell is Interim Special Projects Coordinator at SCRLC and has worked in a wide variety of library settings. She has been honored as a *Library Journal* Mover and Shaker for her work to apply technology to library services.

2017 Course Assistance - Helen Linda (celestihel@gmail.com) is the Records Analyst for the Vermont Agency of Transportation, her first job outside of libraries in 17 years. Since Records Management is library- adjacent, it doesn't feel to her like a huge departure. She has never taught as a capital "T" Teacher, but began presenting on conference panels a decade ago, which led to solo conference presentations, which led to regular student library orientation classes, which led to designing instruction formally in her newest role in state government. You just never know where the journey will take you. <https://helenlinda.com/>

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